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| **Present Level of Educational Performance**   * The present level determines approaches for ensuring involvement in, or adaptations (accommodations) or modifications to, the general curriculum.   How does the disability(ies) affect progress in the curriculum area(s)?  A statement of how the disability impacts the student’s involvement/progress in the general curriculum.    Example:   * "Needs skills to perform independent tasks required for daily living" * "Auditory processing needs affects ability to take notes during lectures" * "Needs organizational skills for completing work on time" * "Requires assistance to interact with other children during group play" * "Need for reading skills impedes completion of work at grade level" * "Behavior prevents independent work on general education assignments   A description of area(s) of educational need.  *\* An academic subject area such as math, reading, social studies, language arts*  *\* A functional area such as self-care, social skills, behavior, adaptive functioning*  *\* An area of disability such as speech/language behavior, motor functioning* |

PLEP A & B

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| **Accommodations**  Accommodations do NOT involve modifying the material content but DO allow students to receive information in a more effective manner.  What type (s) of accommodation, *if any*, is necessary for the student to make effective progress?  **Presentation Accommodations**   * Directions and/or all test items read aloud by test administrator * Directions given in simplified language * Fewer items placed on each page * Student cued to remain on task * Assistive technology and/or Word processor * Place marker, special paper, and writing template * Mounting system, including slant boards, easel, tapes, magnets   **Response Accommodations**   * Student dictates answer to scribe or tape recorder to be later transcribed * Periodic checks to ensure student is marking in correct spaces * Calculator (in classroom) * Spell-check device/Grammar-check device (in classroom) * Arithmetic table, abacus * Modified tests – format only i.e. spacing, amount presented, matching vs. fill-in   **Timing and Scheduling Accommodations**   * Extended time or untimed testing sessions   **Setting Accommodations**   * In small group or individually – within the regular education setting * Seated in front of classroom (preferential seating\*) |

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| **Modifications**  Specially Designed Instruction  Modifications refer to changes made to curriculum expectations in order to meet the needs of the student.  Modifications are made when the expectations are beyond the students’ level of ability. Modifications may be minimal or very complex depending on the student performance.  What types(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?  **Content:**   * Include student in same activity but individualize the expectations and materials   \*Unless the standards are being changed, do not modify the content  **Methodology/Delivery of Instruction**   * Student is involved in same theme/unit but provide different task and expectations   **Performance Criteria**   * Students are able to demonstrate proficiency in curriculum standards through a different modality through an alternative assessment. |

**Accommodations** An accommodation is a technique or approach that allows a student to complete the same assignment or test as other students, but there is an adjustment in the timing, the formatting, the setting, scheduling, and response or in the presentation of some material.

A modification is an adjustment to an assignment or a test that actually changes the standard or what a test or assignment is supposed to measure.

Specially designed instruction includes **modifications** that affect content, **delivery of instruction, methodology and/or performance criteria** and are necessary to assist the student in participating and learning.

**PLEP B:** **Other areas of educational need**; Extra-curricular & Non-academic activities

The TEAM may consider how students communicate with others, how the students’ behavior affects their learning or the learning of others, how assistive technology could support effective progress or how the students’ disabilities affect transition to post-secondary activities.

This may include services provide by specialists such as **Speech & Language, OT, PT and/or Counseling.**  All general rules for accommodation & modification apply.**Instructional Accommodations**

* Teach to learning style
* Questions re-worded using simpler language
* Film or video supplements in place of text
* Spelling support from a computerized spell check program
* Use of a calculator on a math test
* Varying method of instruction
* Varying content of lesson
* Providing extra visual and verbal cues and prompts
* Providing augmentative communication devices
* Allowing use of computer
* Allowing use of tape recorder
* Providing books on tape
* Providing textbooks for at home use
* Providing note taker or teacher outlines, study guides
* Allowing additional time for assignments and tests
* Providing hands-on activities
* Giving no penalty for spelling errors
* Following routine or schedule

**Instructional Modifications**

* Alternate quiet and active time
* Providing adapted physical education
* Outline in place of essay for major project
* Providing resource room instruction
* Providing one to one instruction
* Alternative books or materials on the same theme or topic
* Word bank of choices for answers to test questions
* Projects substituted for written reports
* Providing alternative assignments
* Conducting as assistive technology evaluation
* Modifying workload or length of assignments/tests
* Allowing answers to be dictated (assessments)
* Providing word bank
* Allowing use of manipulatives
* Allowing use of calculator